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| **Year Group - Reception and Year One**  **‘Superworm’ by Julia Donaldson and Axel Scheffler** | | **Date – Term Three** | |
| **Curriculum Links** | **Communication and language development**  ELG 01 Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.  ELG 02 Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  ELG 03 Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.  **Physical development**  ELG 04 Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.  ELG 05 Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.  ELG 06 Self-confidence and self-awareness: children are confident about trying new activities, and say why they like some activities more than others. They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.  ELG 07 Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.  ELG 08 Making relationships: children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.  **Mathematics**  ELG 12 Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.  **Understanding the world**  ELG 14 The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.  **Expressive Arts and Design**  ELG 17 Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. | | |
| **Session Procedures** | **Before** - Check for rubbish, glass, hazards. Check weather forecast  **During –** Wear Hi-Viz jacket. Road safety to get to the park. Being careful not to run in areas of sticks  **After** – clear everything away and return any natural objects to their original place  **Wash hands** | * Wash hands after touching outside objects * Remind the children about how sharp some sticks can be and to be careful of brambles and stinging nettles. * Remind children to be careful not to let the sticks fly out of their hands and go in someone else’s eye. * Gloves must be worn for both litter picking and gardening * The school grounds are our classroom and must be treated with respect.   **No sticking**  **No picking**  **No licking**  **Look after yourself, each other and the outdoors** | **Equipment**  Superworm book  Spade and tray |
| **Introduction and Activity Opportunities** | **Start of Lesson –** Discuss what we need for the outdoors in the classroom. Which clothes do we want with us?  **Inside: Read the book ‘Superworm’ by Julia Donaldson and Axel Scheffler**  Get into coats and boots and go to the toilet.  **Outside: Do the Superworm Trail.**  Split the class into 3 so that each adult has a small group. Spread each group out around the trail so that there are a couple of activities between each adult eg. Cuddly home, Act as a SW creature and Make a SW creature using nature.  **The trail is:**   1. Choose a creature from the story and make a ground picture of it from natural materials (Yr 1 slope by play pod) 2. Can you find a spiders web, pond, nibbled leaf, snail trail or flower? (in the secret garden at the bottom of the ramp) 3. Pick up a stick and see who can keep the stick up in the air using straight arms for the longest (at the top of the ramp) 4. Can you be a superworm character – jump like a toad, fly like a bee…. (on the top playground by the climbing tree trunk). 5. Can you find some super poo? (on the pond gate next to 2H back door) 6. Can you use the fishing lines to catch any fish from the buckets? (in the garden entrance) 7. Can you make a shelter for a cuddly? (next to the outdoor classroom at the top of the stairs) 8. Can you skip (don’t worry about counting, just practise!)? (on the runway outside the hall) 9. Superworm indentity quiz (on the storage box just after the skipping. 10. Choose a creature from the story and make a ground picture of it from natural materials – you can create a frame with sticks. | **Vocabulary**  Worm  Caterpillar  Crow  Grasshopper  Amphibian  Toad  Butterfly  Insect |
| **Plenary** | In the classroom   * Wash Hands * Imagine you are a superhero what would your powers be? * Do you know which of these forest animals eat worms? Hedgehog, toad, badger, mole, fox, tawny owl, blackbird. |